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## THE TRUE FUNCTION OF THE EVENING HIGH SCHOOL.

It would seem as if the tumultuous educational discussion in the United States during the past two decades must have exhausted every conceivable phase of the educational problem. It is none the less true, however, that regarding one important factor in this problem little has been said, and still less has been done. This factor is the evening school. And yet this type of school, sprung from the stern necessities of the struggle for existence, presents possibilities for the uplifting of the great masses of the ambitious poor which should appeal with almost irresistible force to every educator. Possessed of a long and honorable history, it presents to day questions which will not down. It has been knocking at the door for many years, and the time is at hand when it must and will have a hearing.

The chief reason we have for expecting that this hearing will at last be had, lies in the astonishing growth of evening schools within the past few years. Anomalous and amorphous as they usually have been, neglected and almost despised, they yet have persisted in a constantly increasing spread of influence. In the last six published reports of the United States Bureau of Education we find that the attendance in day schools increased from 1897 to 1902 about  $8\frac{1}{2}$  per cent.; in the same period attendance in evening schools increased more than 13 per cent. In the last two years of that period attendance in day schools increased a little over 3 per cent., or about the normal; while attendance in evening schools increased almost 9 per cent., or nearly three times as rapidly. All the statistics available for the past two years show a still greater disparity between the two rates during that period. It seems clear, then, that evening schools have a just claim upon a more serious consideration and a more scientific administration than has been theirs in the past.

Evening schools have been classed as evening elementary schools and evening high schools, involving a distinction that has always been more or less indefinable. With the first of these classes this article has nothing to do. The evening elementary school has an important function to fulfil, a function which looms larger today than

ever before, namely, the assimilation of our great increasing foreign population. But it must ever form a special problem and demand separate treatment. In a country where every child of school age is required by law to attend the day schools, the evening elementary school can never be characterized by a unity of aims and scope with the day elementary school. The evening high school, on the other hand, is not only a higher evening school, but is potentially a true high school, and presents a unity with the day high school which is none the less inherent because it has never been adequately recognized or fostered. It may be of some value, then, to attempt to determine what its place should be in the educational systems of the future. To do this, we must first consider some developments of its past history.

Evening high schools are not new institutions. In fact, a number of them—to wit, those in Boston, New York, and Philadelphia—date back over periods varying from thirty to forty years, and thus take rank among the earlier attempts at public secondary education in this country. It is, therefore, the more remarkable that these schools, which were originally among the first in the procession, should have dropped back to where they are today, far to the rear. While change has marked almost every other type of school, public or private, the average evening high school has remained very much as it was in the beginning, a mere aggregation of detached classes, presenting neither unity nor continuity, and completely lacking in all those socializing and cultural influences for which the modern school chiefly stands. And yet it may well be that this condition, as we see it today, gives no just ground for blame. A strict analysis of the various elements involved in the history of these schools might show that the time has not heretofore been ripe for any great change in them. Professor Sumner has pointed out that the survival of the fittest involves the survival of the fittest to survive, even though the latter may not, from the standpoint of the present, seem to have been the highest of types. The old evening high schools were perhaps the “fittest to survive” in their day. They had a work to do, and they did it, as thousands of the strong men of today will testify. It is not altogether impossible that in the final summing up of educational good works the humble evening high school of the past may after all prove to be the Abou Ben Adhem of schools.

Nevertheless, no type of school can stand apart from the laws of evolution. The traditional form of evening high school that still obtains quite generally throughout the country can hardly be regarded as other than an anachronism. From the modern educational point of view, it is generally admitted that it is a distinct failure. What, then, are the reasons for this failure? The first great reason is to be found in the spirit of pessimism which has so commonly characterized the administration and teaching in evening schools. It seems to have been the fashion to throw up the hands at the very mention of evening schools; to presuppose that for them the limit of efficiency had already been reached. As a consequence of this tendency, most evening schools have been hitched to posts rather than to stars. They have presented a half-apologetic attitude, and have made few efforts to assert themselves. They have therefore never received general recognition; for people take schools as they do men, very much at their own valuation. In dealing with the problem of the evening high school, then, our first need is for a broad, healthy spirit of optimism. The history of every educational advance from the days of Comenius has been a history of optimism. The second great reason for the failure of evening high schools in the past, which has been to a large extent an outgrowth of the first, is that they have had either no courses of study, or only fragmentary ones, and have maintained only the most haphazard grading. No better proof of this can be adduced than the fact that in all parts of the country certificates and diplomas have been awarded mainly, if not entirely, on the mere basis of attendance. The significance of this practice is too apparent to require comment. Correlated with these two internal causes has been the external one, that the demand for these schools, arising in the main only from the comparative few who were stimulated to rise above their fellows, has not been sufficiently widespread and insistent to enforce the attention they merited.

While the failure of the evening high school to attain to any great educational value heretofore, through the agency of these various causes, has been more or less of a misfortune, a combination of conditions has been steadily evolving which will render its continued failure little less than a calamity. The first of these is the increasing desire of parents to give their children the advantages of secondary

education. When, therefore, as a consequence of this tendency, secondary education becomes more general, the evening high school will afford the only opportunity for the sons and daughters of the poor to keep abreast of their fellows. In fact, for this latter class a high-school education is already almost a necessity. Employers are coming more and more to demand at least so much education as a prerequisite to all responsible positions. This demand is distinctly a recent development, and creates a situation entirely different from that which the evening high schools formerly had to meet. Their failure to meet it in the recent past has been a large factor in the sudden growth of the wide-awake correspondence schools. A second distinctly new condition springs from the enrichment of the elementary-school course. The resultant opening up of the mind of the child to the world about him, and the substitution of interest for duress, will in the future largely augment the number of those who will of their own volition seek higher education. This will be just as true of those whose circumstances compel them, at the end of their elementary school careers, to go out into the world to support themselves, as of their more fortunate fellows. The educational world will, then, be false to its trust if, after furnishing the stimulus, it provides no adequate outlet for it. A third contributory condition is the spread of the eight-hour law for labor, which adds time for self-improvement, and which is accompanied by a hopeful and increasing tendency on the part of some labor unions to encourage such improvement. Finally, the whole spirit of the age is toward increasing the opportunities for higher education.

If, then, there exists today a great public need for better evening high schools, how can that need be met? The Educational Commission of Chicago, which was appointed by Mayor Harrison in 1898, and had for its advisers practically all of the men whose names are closely associated with American education, in its report, issued in 1899, makes the following illuminating presentment upon this question:

It is a duty of the community, which undertakes to offer free schooling beyond the elements to all the children in the community whose parents are so situated that they can afford to send their children to the day schools for one, two, three, or four years beyond the elementary grade, to provide these facilities also for those children who are not able to avail themselves of the day schools.

In other words, the fact, that a parent is not able to send his boy of fifteen or sixteen to the day schools ought not to deprive him of the advantage of secondary education, which at the cost of the whole community is offered to his more favored associates. Our system of night schools should afford secondary instruction as far as possible to all who desire it. This means that we must duplicate practically our entire free school system in a series of evening schools for the benefit of those children who are not able to attend the day schools. The evening high school, with a free course of study, is just as much a legitimate and necessary part of our scheme of education as the day high school. This principle is recognized in all other countries which have accepted education as a public function. Thus in Germany, in Austria, in Italy, in France, and of late in England, the so-called "supplementary" or "further progress" or "continuation" schools illustrate this attempt to duplicate in the evening the facilities of the secondary day schools.

To accomplish in the evening schools the purpose thus outlined, the whole system as at present organized needs revision.<sup>1</sup>

Here we have what seems to be the first formal expression of the fundamental principles upon which the answer to the foregoing question must be based. In a word, the evening high school must follow exactly the same lines as the day high school. For whatever share of the day high-school course it seeks to cover, it must offer just as much as the day high school, and provide the same free books and the same general equipment. It must make it possible for a boy or girl to enter the lowest grade direct from the day elementary school and to progress steadily through to the highest grade, there to receive a diploma of graduation which shall stand for exactly as much in the eye of the world as one for an equivalent amount of work done in the day high school. It must make it possible for a boy or girl to enter from any point in the day high-school course, and, receiving full credit for the amount of day high-school work done, to complete the evening high-school course and to receive a diploma which shall suffer no depreciation because part of the work was done in the evening. The evening high school may in certain cases, perhaps, very properly do special work of various sorts depending upon the local environment, but so much as has been outlined here it should always do.

Is so comprehensive a program as this feasible? If so, how can it be put into operation? Let us examine the difficulties in the way and see whether they are really insurmountable. The more important of the obvious factors around which these difficulties center are as follows: the course of study, with the related questions of the number

<sup>1</sup> Art. XI, "Evening Schools and a Free Lecture System."

and the length of sessions; the cost; the attendance; and the possibility of the pupil's accomplishing the work. Let us consider the first of these factors.

The question of the course of study is inseparably linked with that of the length of the session. It would seem as if the least amount of the four-year course of the day high school that it would be worth while trying to duplicate in the evening high school would be one-half. But even this two years' work could not be covered in the short sessions that obtain today in many of our cities. In all evening high schools, apparently, the time of recitation per night is two hours. In such schools, then, as maintain, for instance, sessions of only seventy-five nights, we have one hundred and fifty hours of recitation per annum. If, now, we take one hundred and ninety days as the norm of the day-school session, and three hours a day (four periods of forty-five minutes each) as an approximation of the actual time devoted to recitation, we have, as the total number of hours of recitation in two years of the day high-school course, eleven hundred and forty hours. It is evident, from the disparity of hours here shown, that to cover even two years of the day high-school course in an evening school of so short a session would require too long a period of time, not to mention the lack of continuity in the work. The problem, then, would seem to be to ascertain the number of nights per annum necessary to cover two such years of day high-school work in a reasonable time. If, now, we arbitrarily adopt four years as this reasonable time for the evening high school, we have two hundred and eighty-five hours per annum, or one hundred and forty-two and one-half nights. It is to be considered, however, that at the end of this period of four years the individual would be older and abler than the average boy or girl in the second year of the day high school, and also that he would be a more zealous and more deeply interested pupil. Granting, then, for the present, that the pupil can do the assigned work, it is reasonable to infer that not quite so many nights as this would be needed. It might therefore be that from one hundred and thirty to one hundred and thirty-five nights would be adequate; it is certain that fewer than one hundred and twenty would be inadequate. Instances of sessions of such length are not difficult to find. During the past year New York, according to the custom in the old city from the

seventies down, had one hundred and twenty nights, Cincinnati had one hundred and twenty-eight nights, and San Francisco two hundred and ten nights; and as far back as ten years ago, Chicago instituted a session of one hundred and forty nights.

Using the foregoing computation as a basis, we determine that three years of the day high-school course could be covered in an evening high-school course of six years, assuming a minimum of from one hundred and twenty to one hundred and thirty-five nights per annum, and the full four-year day high-school course in eight years. This last figure, however, involves an impossible look into the future; furthermore, on account of the greater age and ability of the pupil in this case also, it seems improbable that any such length of time would be necessary. Various authorities have attested the fact that when Greek, for instance, is taken up for the first time in the freshman year of college, about as much work is covered in one year as in two years when it is begun in the high school. Applying the principle of which this case is an illustration to the evening high-school course generally, we may conclude that it is not impossible that the pupil would be making such rapid strides in the last two years of his course, when his age would correspond, at the lowest estimate, with that of freshmen and sophomores in college, that, with the wide choice of electives which should characterize every evening high-school course, he might be able to cover the ground of the entire four-year day high-school course in six years. A course of this length would not, in its first four years, necessarily parallel the four-year evening high-school course. It might perhaps, by reason of higher standards, be made to represent in that time a gain of six months on the day-school course over the four-year course, which might contain more of the commercial elements. As no plan of just this nature seems as yet to have been in operation for six years, however, the exact status of these last two years is still somewhat problematical. But if experiment should develop the fact that the full four-year day high-school course cannot properly be covered in a six-year evening high-school course of the suggested number of sessions per annum, then it is not the length of the course that should be decreased, but the number of nights that should be increased until an adequate number is reached.



It may be said, with the principal of one of our western evening high schools, who expressed his views to the writer, that "evening-school pupils would be so discouraged with a five- or a six-year course that they would not venture on it." It would, of course, be idle to claim that great numbers would go through from the elementary school to the end of such a course; only a small percentage go entirely through the day high-school course. But the writer has personally known of many young men and young women who have attended various New York evening high schools for as many as six years. Assistant Superintendent Rothmann, of St. Louis, informed him that a large percentage of evening high-school pupils in St. Louis attended four or five years consecutively. And in Vol. 334 of the Massachusetts educational exhibit at the St. Louis Exposition, we read in a specimen of typewriting work presented by the Charlestown Evening High School: "Being an old pupil, having attended its (the Charlestown Evening High School's) classes for about seven years . . . ." Facts such as these tend to confirm the view that the longer term of years is not a serious obstacle to a six-year course of study; on the contrary, it seems altogether probable that the greater incentive that such a course would afford would tend to increase the number of pupils attending from year to year rather than to diminish it. And it must not be overlooked that a continuously increasing percentage of pupils will come from the day high schools merely to complete their high-school courses, and for these the time required will be much shorter. In the case of the Springfield (Mass.) Evening High School, the only school in the meager evening high-school exhibit at St. Louis which presents figures bearing upon this question, the number of pupils in the last session who had already done some day high-school work was over 32 per cent.

The evening high school, then, might offer at the least a four-year course of study, equivalent to two years in a day high school, and at the most a six year-course of study, equivalent to four years in a day high school. But the important thing is, after all, not so much that it should offer courses of this length or that length, as that it should, in any event, offer some sort of definite course, and make that course represent exactly what it purports to represent. The evening high school should hold its diploma very high; until it does so, no one else will.

At this point we meet objections as to the cost of the extended session. These objections arise in the main from those cities in which no great effort has ever been made to secure the needed appropriations for such extension. Evening schools are proverbially favorites with the taxpayers. In Connecticut and Massachusetts there are laws requiring all towns of ten thousand or more inhabitants to establish evening schools. In the latter state there is also a law requiring all cities of fifty thousand or more population to establish evening high schools upon the petition of fifty qualified pupils. And these laws have never been unpopular. The general sentiment on this question is expressed by Superintendent Foos, of Reading, in his interesting article on evening high schools in *Education*, September, 1903, in which he quotes one superintendent as saying: "We have yet to read or hear the first criticism of the expenditures on account of our evening schools;" and he adds, with reference to the cost of the evening high school in his own city: "and even the most hesitating controller is now an enthusiastic supporter of the project." When we consider that the evening high school has a building already provided for it, and merely makes a fuller and more businesslike use of equipment already provided for the day high school, the cost per pupil per night, as compared with the cost per pupil per day in the day schools, can never be more than a comparatively small fraction. In one city, Philadelphia, during the past year, this fraction was as low as one-fifth. Cost, then, cannot in most instances be raised as a sufficient objection against this plan. It certainly cannot be so raised in the case of any one of the four cities of three hundred thousand or more population, in different parts of the country, which maintain sessions of fewer than seventy-five nights, or in the case of the other five of the same rank which maintain no form of evening high school whatever.

But the criticism may be made that, even granting the reasonableness of all of the foregoing program, the attendance in evening high schools is so poor that it will always render futile any attempt to raise their standard. It is, however, demonstrable that the question of poor attendance would at least not interfere with the extension of the session. Experience has repeatedly proved that the argument that if attendance is poor in a short session it would consequently be worse in a long one, is a *non sequitur*. Among the fifteen cities in which

the attendance statistics for the past year have already been officially reported, it is noticeable that some of the highest percentages were attained in those cities which offered the longest sessions; namely, Cincinnati, with a hundred and twenty-eight nights, 65 per cent., and Reading, with a hundred and nine nights, 60 per cent. In New York city, the results of an experimental lengthening of the sessions of fourteen evening elementary schools for four weeks beyond the closing of the rest of the evening schools in 1902-3, are reported by District Superintendent Matthew J. Elgas, in charge of evening schools, as follows:

The results prove that the lengthening of the session to the end of April did not interfere to any extent with the usual attendance. . . . In most of these schools the attendance of the fourth week was almost as great as that of the first week, in some even greater.<sup>1</sup>

Some notion as to how the pupils themselves regard this question may be gathered from the fact that each year, for three years past, the pupils of the St. Louis Evening High School have petitioned to have session extended (Assistant Superintendent Rothmann). Other instances of such petition are on record. Length of session, then, is not the root of the evil.

Yet to say that attendance has been unsatisfactory is to repeat a mere commonplace. But is this condition of things inevitable? Have its causes ever been fairly examined? Educational literature is replete with discussions as to why so many pupils in the day high schools leave before completing the course. Why has not the problem of attendance in evening high schools received more attention? As Professor Hanus says in his *Educational Aims and Educational Values*: "Our profession is largely a repetition of commonplaces whose significance we are in danger of losing." Let us grant that human nature is frail; that the impulses of ambition are sometimes only transitory and spasmodic; that original estimates of strength often prove after a time to have been based only upon the treacherous exhilaration of enthusiasm; and also that the demands of the vocation work havoc. These conditions will, it is true, always be present to an extent sufficient to prevent the attendance in an evening high school from equaling that of a day high school. It is nevertheless

<sup>1</sup> Report of City Superintendent Maxwell, 1903, p. 152.

probably safe to say that the extremely low rate of attendance, sinking in some cases to 25 per cent. of the registration, has been due more to imperfect grading, and the general lack of incentives and inspiring atmosphere, than to any other causes. On this point, Mr. Franklin S. Edmonds, principal of the Philadelphia Evening High School for Men, says, in his report for 1903: "I believe that the more effective the scheme of gradation, the more punctual will be the attendance and the higher the character of the output." We are told that many come to the evening high school for one purpose only, and that as soon as they accomplish this purpose they drop out. There will, of course, always be some pupils of this sort, but has not their great number in the past been due to the fact that the true conception of the evening high school has not as yet been generally established? The great mass of evening high-school pupils, with minds sharpened by contact with the out-side world, are very quick to estimate the real value of what is offered to them. It would seem not unreasonable, then, to assume that in the evening high school which shall be a true high school, the whole question of attendance may safely be left to adjust itself.

We come now to the last of the more apparent difficulties, the question as to the possibility of the accomplishment of the work which this plan involves. The answer to this question is twofold. First, there are many sorts of schools the world over in which an equal or greater amount of work is done under similar conditions. To take one instance only, the New York Law School has for ten years past maintained with great success an evening session for those employed in the day, in which all the conditions of the day session have been exactly duplicated. If it be said that the incentive here is very great, the answer is partly that the incentives in the true evening high school will be stronger than under past conditions, and partly that the incentives of a good evening high school would surely be greater than those of the correspondence schools, which secure much real work. The work therefore can be done. Second, the average evening high-school pupil is not an average young man or young woman. If this were not true, the question as to whether the work would be done might perhaps have to be answered in the negative. The establishment of the Springfield Evening High School was

brought about through the efforts of a young man who wanted an opportunity for further study (see Vol. 1212, Massachusetts educational exhibit, St. Louis Exposition). The fact is that the young men and young women who have the moral courage thus to deny themselves the amusements common to youth are possessed of a spirit of determination which knows no failure. Others may succeed in life; they will to succeed. For them the evening high school is the very temple of ambition. The writer has known of many cases in which work has been done far in excess of the assigned quantity, with tales as to the time spent upon it that would amaze those who do not know these young people. The number of cases of this sort would be greatly increased if some consideration were given to the size of text-books. In the opinion of the writer, it is of supreme importance that, in so far as possible, every text-book used by evening high-school pupils should be of small size. Only give them books that can be slipped into their pockets, or, in the case of the young women, that can be carried with little effort, and they will take them home and fairly live with them. They will study them in spare moments on the cars, in lulls of business, at the lunch hour, on Saturdays and holidays, not to mention Sundays. Let them once be inspired with the thought that what is set for them to do leads to something higher, and no task will be too great for them to accomplish. Few who have been in intimate touch with them for any length of time will doubt this. Two things only are needed to set free this wealth of will, and effectuate it in the more advanced evening high school of the future. These are inspiring teaching and a school spirit.

The first of these in reality depends to a considerable extent upon the second. Where only the best day high-school teachers are employed, as should be the case everywhere, the teaching will be inspiring in proportion as the atmosphere of the school is of the sort to foster inspiration. But it would seem as if inspiring teaching can hardly be had under any conditions in those cities in which the custom of making a sort of practice school of the evening high school is still perpetuated. No type of school demands more skilful teaching than the evening high school, unless it be the evening elementary school. And with skill, there are demanded more than in any other

kind of school a broad spirit of sympathy and a certain sense of consecration to duty which come rather as a development of experience than as an accompaniment of the first enthusiasm of youth. From these, inspiration will well up of itself.

After all, however, the one thing which is most needed in an evening high school is what Dean Briggs, of Harvard University, has called "that wonderful tonic of school spirit," using the term here in the broad sense that involves principals, teachers, and pupils. Without this emotive factor, the most perfect organization will avail but little; with it, the accomplishment of substantial results will undoubtedly be possible. And yet, in an evening high school this school spirit is the most difficult of all things to secure. The opportunities for principal, teachers, and pupils to come into contact with one another are fewer than in a day high school; and pupils lose the vital socializing contact at recesses and after-school hours. It is therefore the more necessary that definite steps be taken to offset these conditions. How can the school assembly be utilized for this purpose? The familiar type found in most day high schools will not answer for a body of pupils of so diverse interests and so near to maturity. It may be of some value, then, to note what has been done in this direction in various cities. In Philadelphia, bi-weekly assemblies are held, the objects of which Superintendent Brooks reports as follows:

(1) To facilitate the organization of the school through general announcements. (2) To afford opportunity for general lectures on subjects of general interest and culture, *e. g.*, "Books and Reading," "Americanism," "Public Health," etc. (3) To develop an *esprit de corps* among the students. In a large school an occasional assembly is indispensable to develop common interests and ideals.

In New Haven, stereopticon lectures are given once in two weeks, and Superintendent Beede says of them: "They are an excellent feature." In Reading, exercises including literary features, debates, and music are held, and Superintendent Foos writes: "They rouse them and develop confidence." In Newark, a brief assembly is held every evening. In Springfield, lectures and addresses are given every two weeks.

Mr. Edward F. Page, principal of the Harlem Evening High School, New York city, has experimented considerably in the direction of inter-class debates held before an assembly of the school, and describes

the results as astonishing. He told the writer recently that a hall accommodating twenty-five hundred people would not hold all who wished to come to such of these debates as were held in public. To these inter-class debates it seems as if there might be added debates with the day high schools, or, in the larger cities, with other evening high schools. The preparation for these debates might be correlated with class work in civics and economics. This form of activity seems to offer the greatest of all opportunities for building up the school spirit from without. Under proper encouragement, there is reason to hope that debating may be brought to supply for the evening high school much of the social value of athletics in the day high school. Other helpful influences might be found in alumni associations, glee clubs, school papers, and school pins, which have been inaugurated in a few schools. But influences such as these cannot solve the whole problem of the school spirit. Principals and teachers must appreciate the real nobility of their work and earnestly co-operate in every possible way to infuse life into their schools. The evening high school must be pre-eminently a school of ideals; there will never be a true spirit in any school that has none.

There is one other phase of the evening high-school problem which ought to be noted. We frequently hear it said that the evening high school should be strictly a "utility" school. It certainly is true that if a school is to serve the community which it represents, it should be prepared to meet any demand for utility which might be made upon it. But the assertion that utility, so called, should dominate, savors of the philistine opposition to the broadening of all our schools, elementary and secondary. If this principle were carried out logically, the evening high school would degenerate into a mere "business college," a sort of school that is not intended for educating. While, then, due weight should be given to the vocational aim, the evening high school will fail of its true mission unless it subserves the social and cultural aims as well. Those who attend such a school are the ones who need these elements more than any other class in the community. The very highest ground, then, on which the plan for the uplift of the evening high schools can be based, is that through their agency only can thousands upon thousands of our young men and young women of the future be brought into contact with those higher

influences which enrich and fructify life, and which will prepare them for "complete living."

The evening high school has been making history in the past two or three years at a rate which is the surest herald of its future rise to the position in the community which it should hold. A very few statistics will make this clear. Beginning three years ago five new evening high schools were established in New York; two years ago evening high schools were established for the first time in Cleveland, Reading, and Rochester. During the past year two new evening high schools were established in Newark, one in Chicago, one in Hartford, one in Philadelphia, and two in Boston. In the latter city, also, two branch schools were organized as separate schools, and in his recently issued report for 1904, Superintendent Seaver reports the decision to open one more evening high school next year, and recommends the establishment of two others in addition. Among the improvements of this period, the most notable has been the reorganizing of the entire evening-school system of New York city, in 1902, with the segregation of the sexes, the introduction of written examinations for certificates and diplomas, and, more recently, the adoption of both four- and six-year courses of study for evening high schools. In the same year there came a raising of the standards in Boston, as shown by the following extract from the report of Superintendent Seaver for 1903: "More careful attention has been given this year to the grading of the pupils in the classes, and to the examination of pupils as to their qualifications for the work they have selected." And during the past year the course of study in Boston was enlarged, and the schools in Newark and Philadelphia were reorganized. In the latter city, as in New York, the sexes were segregated, examinations were introduced for the first time, and a six-year course of study was put into effect. But the most striking development of the past year has been the increase in total enrolment. Three instances will illustrate this. In Cleveland, according to the official report, the increase was 81 per cent.; in Boston the total enrolment increased from 4,225, in 1902-3, to 7,816, in 1903-4, or 85 per cent.; in Philadelphia, the total enrolment increased from 1,016, in 1902-3, to 3,235, in 1903-4, or 216 per cent. A significant thing about these figures is that in each case the increase in attendance followed the



raising of the standards. The great relative development of the evening high schools among evening schools is shown by the fact that in these same cities attendance in the elementary evening schools increased for the same period, in Cleveland, 66 per cent.; in Boston, but 5 per cent.; and in Philadelphia, but 15 per cent.

In the foregoing pages the writer has sought to give expression to a few personal views upon one important phase of educational endeavor. No particular originality is claimed for these views. Still more is it disclaimed that they are intended to be dogmatically presented as any "open sesame." But such as they are, they spring from the depths of a profound conviction. They are consequently offered, with a due appreciation of their inadequacy, in the hope that they may shed at least a little light upon this complex problem, and thus help to hasten, if ever so slightly, the coming of the day when the term "evening high school" shall no longer be a misnomer, but, invested with the fullest possible significance, shall stand rather for an institution which shall be, in a deeper sense than the day high school, what President G. Stanley Hall has called the "people's college."

A new year of evening high-school work is at hand. What shall be its outcome?

HAROLD E. BUTTRICK.

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